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BROADMINDED EDUCATION.

"Plain Speech," who is "astounded at the assurance of the Rev. L. Kaibel's effusions published in The Register concerning the teaching of English history," complains of the exclusiveness of Lutheran education and practice, the incapacity of the Teutonic character for doing justice to English characteristics, and advises Pastor Kaibel to "pluck the beam out of thine own eye." He also affirms that there are special reasons in British Colonies why English history deserves to hold its place in the school curriculum. "Even now too many of our youth are growing up with but the most shadowy notions of the glorious achievements of the race from which they have sprung. Hence the foolish talk so often heard of Australian independence, and the vain-glorious, boastful assertion of superiority. The greatest disaster that could happen to our people, both morally and materially, would be the severance or undue weakening of the link that binds us to a nation of heroes. In our heterogeneous population it is essential to foster that spirit of admiration for British institutions to which they are entitled. What race can show such a record of achievement in politics, religion, and science? What nation has so nobly worked out the problems of individual freedom, equality of rights, liberty of the press, equal justice, removal of wrong and oppression? Why should our children in a shallow cosmopolitanism lose all sense of the heroic struggles of their fathers and the noble heritage they have bequeathed. Let English history continue to be taught, and solely taught that our children may feel as proud of their ancestry as did that other Imperial race, when among the abject provincials the proud Roman claimed the glories, the triumphs, of his race in the noble boast 'Romans Sum.' With how much more reason should we lay claim to a nobler heritage, a more glorious past, as we utter the ennobling words 'I am a Briton.'"

Imagine that any T.C. examiner would give 80 marks to any candidate as ignorant as the one he mentions; and if the truth were known there is very likely something wrong about the ownership of the certificate he quotes, even if it exists. The very names of the examiners who have been here (Dr. Gordon Saunders, Dr. Vincent, Dr. Cresser, Myles Foster, and Charles Edwards) are a sufficient guarantee against such a practice as "Teacher" suggests; but he has evidently a bent for imagination. Nothing could be gained by making these certificates so cheap and useless. As a matter of fact, the number of passes this year was 74 per cent., being the lowest for some years, and this should be proof that the standard is not too low. In one school the number of passes was only 50 per cent., whilst an examiner from another institution gave the same school 82 per cent. of passes. In conclusion, I claim that the T.C. exams., now so widely esteemed, have been more effective in raising the standard of pianoforte teaching and playing throughout Australia during the past nine years than any other influence whatever. This they have accomplished by formulating excellent progressive educational courses, by offering an effective stimulus to the student, by able criticism of the student's work, and by providing the only reliable and adequate test we have got of the competency of our teachers. All the ablest teachers advocate, by word or deed, the use of these examinations, and each teacher may be safely estimated by his results. Those who decry these examinations, or do not use them, are generally actuated by ignorance of their scope, value, and requirements; or else they desire to shirk the laborious and patient work which must be undertaken if success is to be attained. In reply to "Professional," I agree as to the danger of candidates, who have perhaps secured a certificate, even if only in the junior division, setting up as fully qualified teachers. This unfortunately is a matter outside the control of the college. As in many other professions many persons set up without any qualification whatever; but Trinity College does its best to counteract this evil, for in the syllabus regulation 19 states:—"Every local certificate bears the words 'pupil's certificate.' Local certificates are not intended to imply that the holder is qualified as a teacher." The higher examinations have been instituted so as to supply the need for teachers' certificates, but so far only about seven or eight candidates have been successful in Adelaide.—I am, &c.,
H. E. FULLER,
Local Secretary Trinity College.
Adelaide, January 9, 1905.

MUSIC EXAMINATIONS.

To the Editor.

Sir—Mr. Fuller has evidently taken this opportunity to eulogise the good work of the college he represents, viz., Trinity College. I made no reference to the good or bad work of the college on the whole. My statement applies to the examinations held in Port Pirie last November. I may be mistaken in the number of candidates, but I am certainly not mistaken when I say the violin pupils do not know how to hold their instruments correctly. As to whether I am capable of judging I would refer Mr. Fuller to any of the following celebrated musicians with whom I have been personally acquainted for several years:—Leon Caron, Signor Hassan, Herr Slapowski, Herr Benno Scherck, George Weston, Herr Dericks, Alberto Zelman, &c. As the above gentlemen are absolutely the leading musicians of Australia, Mr. Fuller must be acquainted with some of them. I am certain that if Mr. Fuller has the opinion of any of those gentlemen he will be thoroughly satisfied. Mr. Fuller's only defence is the reputation of the teacher. This is a very poor defence, considering the said reputation has been earned by these very examinations, which are now being exposed. I would further like to add that my six months residence in Port Pirie places me in a position to state the standard of music attained. My remarks do not only apply to the pupils; they also apply to the teachers, who, judging from their style, &c., have never had a lesson from a competent teacher. Yet they can boast that they have never had a failure. I must exclude three or four young ladies here, but as they are late pupils of Herr Heinecke they are not in this controversy.—I am, &c.,
J. A. BARDNER.
Port Pirie, January 11, 1905.

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MUSIC EXAMINATIONS.

To the Editor.

Sir—I have observed the correspondence concerning "Musical examinations" appearing in your columns last week. There is no necessity for me to champion the cause of Trinity College; its good work is too well known. Established in 1872, its object was the advancement of musical education, and it has thoroughly justified its existence. It was the first institution of the kind to hold local examinations in the practice and theory of music, and these examinations have had a most beneficial result. The Adelaide centre was established nine years ago, and the public are well aware of the good work done here since its formation, both in the style of playing and the standard of the music itself; and these results may be entirely credited to these examinations, which bring forward the work of good teachers and weed out the bad ones. No longer are our ears tormented by the strains of such pieces as "The Maiden's Prayer," "Silvery Waves," &c. In these nine years the entries for the Trinity College theory examinations have numbered 2,047, and for the practical exams. 2,408, whilst nearly every teacher of any note has supported these examinations by entering pupils. The examiners, who visit us yearly, are by far the most experienced in the Empire. They have great and unimpeachable advantages over the examiners of all local bodies; they live at the very heart of the musical world; they are constantly in touch with the best the world knows in music; they continually hear the performances of the world's greatest players. There, in the international world of art, they compare standards; there they learn the art of examining; there they cultivate a broad outlook; there they rub off all fads and angularities. They belong to no coterie or clique; and they come out here as the impersonal representatives of a great institution, and thus avoid the odium which attaches to, and the jealousy aroused by, local teachers who may assume the office of examiner or critic. Bearing all this in mind I wish only to correct one or two untruthful statements appearing in the letters of your correspondents. "J. A. Gardiner" says that "in the T.C. exam., held at Port Pirie in November last, every candidate passed, the majority with honors." I do not know where he procured his information, but the numbers really are as follows:—24 candidates, 15 passes, 6 honors, 3 failures. His other statements may be taken, I expect, with the same ratio of truth. He suggests that the examiner should be a violinist as well as pianist, and therefore no doubt he will be satisfied to learn that this year's examiner, Mr. Charles Edwards, is a pianist, organist, violinist, and cellist, each instrument having been thoroughly well studied; in fact, no one is allowed to examine on behalf of Trinity College unless he is proficient in his knowledge of these instruments, as well as singing, and even after proving his efficiency he has to serve a two years' probation with another examiner before being allowed to act as sole examiner, thus ensuring a system of equality and standard. As regards the statement that the violin pupils who passed don't even know how to hold their instruments correctly, I may only say that these candidates were the pupils of one of the reputedly best teachers in the State, and I may safely leave it to him to reply, if he thinks fit, to this statement of "J. A. Gardiner," contenting myself to saying that it is simply ridiculous to imagine that Mr. Edwards would pass such ignorant candidates. It is equally silly for "Teacher" (a very safe nom de plume) to try and make people

Ad. 12th Jan. 1905.

MUSIC EXAMINATIONS.

To the Editor.

Sir—Several letters have appeared denouncing the music examinations. The opinions expressed by teachers have had the effect of exposing to the public the futility of these so-called music examinations. Every music teacher should pass a stringent examination, and it should be unlawful to receive money for giving musical tuition without a teacher's certificate. Then, and not till then, will the musical standard of this country be raised anywhere near that of Continental countries. I would like to add that my two daughters have passed two examinations, have had three years' tuition, and now—well, I will leave it at that.—I am, &c.,
H.A.D.

Ad. 13th Jan. 1905.

THE RHODES SCHOLARSHIPS.

There has been some curiosity evinced by candidates for the Rhodes scholarship in this State as to the reason why applications this year for the coveted honor have to be made earlier than usual. Last year the successful candidate, Mr. N. W. Jolly, B.Sc., carried off the award in June, and now candidates are asked to present themselves not later than the 31st. inst. The registrar of the University, Mr. C. R. Hodge, explains the matter as follows:—"The trustees to the Rhodes scholarship have decided that the selection of scholars throughout Australia must be completed by the end of February, 1905. This decision has been rendered necessary by the delay which occurred last year in getting reports from remote communities. Many of the Oxford colleges close their lists for October, before the end of the summer term in June. In order to give due weight to the preference of scholars for any particular college it is necessary that the names of the scholars should be in the hands of the Oxford representative of the trustees early in the summer term." This means, in effect, that the college representative of the trust wants time to prepare reports for the successful applicants. Mr. Hodge also mentioned that another letter had just been received from Dr. Parlin, the organizing secretary, urging the advisability of making a selection before the end of February.

A SCHOOL OF COLONIAL HISTORY.

The foundation of the Rhodes scholarships at Oxford has been followed by the endowment of a School of Colonial History at that University. The endowment, which is made by Mr. Beit, the South African millionaire, provides for an expenditure of £1,210 a year, which will suffice for the payment of a resident professor and assistant lecturers, a prize for an annual essay, and the purchase of books. The new foundation has more than an academic significance. In his letter to the Vice-Chancellor of the University Mr. Beit remarks that the need for a knowledge of colonial history is especially great "amongst those who, under the provisions of Mr. Rhodes' will, come to Oxford from all parts of the Empire." As the London Daily Chronicle points out, colonial history is a branch of learning which might be extended among English students with a prospect of still greater profit. "The average Englishman's ignorance of colonial history is extensive and peculiar; it is probably surpassed only by his ignorance of colonial geography." Had British statesmanship in dealing with South Africa paid attention to the lessons of colonial history many costly errors might have been avoided. Even the great war did not see the last of them, for they are vitiating the important process of reconstruction. In the Dominion of Canada wise policy has not merely accomplished the reconciliation of rival white races but united them in loyal co-operation for the advancement of the country they share, and at the same time strengthened the ties of affection with the mother-land. With Boer discontent still to be appeased, and the Kaffir question looming darkly as a menace in the future, the race problem in South Africa was sufficiently serious without the new complications created by the wholesale importation of Chinese coolies as instruments for the cheap and rapid exploitation of the Transvaal mines. If either American or colonial history had been studied or regarded, it is incredible that the blunder would have been committed of introducing hordes of yellow serfs to whom it is not proposed at any time to extend the privileges of citizenship, and who are incapable of assimilating with the people of European descent. A wider knowledge of colonial history may serve to avert further errors of this kind, though Mr. Beit has probably no intention of promoting such an object by his gift. The school will be especially of value in fostering an Imperial sentiment based on an intelligent appreciation of events. Mr. Chamberlain has broadly summed up colonial evolution as passing through three stages. The first was that in which dependency was emphasised, and